

Entrepreneurial Creative Thinking and Venture Performance: Reviewing the Influence of Psychomotor Education on the Profitability of Small and Medium Scale Firms in Port Harcourt Metropolis

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Abstract:- The significance of small and medium enterprises to an economic development of a country cannot be overemphasized. The growth of a business depends on the development of abilities needed to execute a smooth running of day business activities. Research has established the fact that fast economic growth of regions lies on the extent of trade activities in the area. Given this established importance of enterprise, this present study aims at empirically developing the relationship between entrepreneurial creative thinking and venture performance with specific reference to small and medium scale firms in Port Harcourt metropolis. Descriptive survey design was adopted and primary data were used. The data collected were analyzed using mean, aggregate mean, and Spearman rank correlation with the aid of statistical package for social sciences, version 25. Findings shows that there is a significant and positive relationship between psychomotor education (our proxy for creative thinking) and profitability, as indicated by p-value of at 0.05 level of significance. We conclude that entrepreneurial creative thinking is an ingredient that managers of small and medium enterprises deploy to achieve maximum profit. Based on the empirical findings and conclusion, we recommend that there should be a need for policymakers to consider developing small and medium enterprises, not only through the provision of social amenities but also development of public agenda for the acknowledgement of creative thinking, skill development, and prioritization of skills improvement for both expert and non-expert business owners.

Keywords:- *Entrepreneurial Creative Thinking, Profitability, Performance, Psychomotor Education, Small and Medium Enterprises.*

I. INTRODUCTION

The term entrepreneurship describes the procedures and actions involved in starting a new business (Ottih, 2016). Entrepreneurs are those who launch and expand new firms; entrepreneurship is the process of this creation and

expansion. In the subject of management studies, there is growing worry about it. The public's interest in entrepreneurship has grown in the twenty-first century. In order to maximize these gains, international organizations and global non-profit initiatives have concentrated especially on teaching business management and entrepreneurship to a variety of young populations in developing nations. They have also offered supplemental services like access to financing and mentoring/coaching. This mostly happens in a range of training and education environments, though not only in those ones.

However, the prevalence of academic interest in entrepreneurship is due largely to the evidence of its contribution to the economic growth, rejuvenation of social productivity, re-launch of regional spaces, dynamization of innovative processes, and to the creation of new jobs (Kantis, Ishida & Komori, 2012).

Entrepreneurship learning has become a significant field of research for both academic study of entrepreneurship as well as the practical growth of young entrepreneurs, the field of entrepreneurship learning is still little understood. "The emphasis on skills and abilities rather than just information is necessary in light of the social changes that are occurring. Therefore, the impact of entrepreneurship education and performance on society as a whole may be deemed to be little and less significant if it possesses unique talents and abilities that enable the creation of inventions. According to Krown (2003), the Scottish Central Committee on Economy and Science Education linked certain entrepreneurial education to the economic development of both developed and developing countries due to the growing needs and wants of humankind. Moreover, since entrepreneurship is ingrained in human nature, it has always existed throughout human history. Due to the necessity of resolving ongoing and escalating economic issues, this perception has gained significant importance recently. As a result, entrepreneurship education becomes crucial to the flexibility of emerging job markets. Since entrepreneurship is a fascinating field of study, there is a natural curiosity in how to best encourage it through

educational initiatives aimed at achieving this objective. This led to the development of entrepreneurship education.

In light of the aforementioned, entrepreneurial performance has been linked to entrepreneurial education. Moreover, since entrepreneurship is ingrained in human nature, it has always existed throughout human history. Due to the necessity of resolving ongoing and escalating economic issues, this perception has gained significant importance recently. As a result, entrepreneurship education becomes crucial to the flexibility of emerging job markets. Since entrepreneurship is a fascinating field of study, there is a natural curiosity in how to best encourage it through educational initiatives aimed at achieving this objective. This led to the development of entrepreneurship education.

In light of the aforementioned, entrepreneurial performance has been linked to entrepreneurial education. Current research on creative thinking in entrepreneurship has emphasized the critical role that entrepreneurship education plays in developing entrepreneurial competency for small and medium-sized business growth. Therefore, personal attributes including particular skills, self-perceptions, social roles, knowledge, motifs, and traits acquired from entrepreneurship education that contribute to the firm's survival or growth are seen as entrepreneurial competencies. As a result, entrepreneurs who start and grow their businesses employ creative and innovative activities to provide new goods or services or to reimagine current production or service methods. Accordingly, through entrepreneurship education, the entrepreneurial competencies are the primary strategic components that increase a firm's success and guarantee its sustainable competitive advantage (Mohsin et al., 2017; Rasmussen et al., 2011).

A wide range of characteristics, including cognitive, emotional, and psychomotor components (domains), have been found in various research to explain the degree of entrepreneurship education. It is also commonly acknowledged that policy actions can affect the degree of entrepreneurship. Both directly and indirectly, through indicators like increasing market share, profitability, and customer service and patronage, as well as expanding the market's size and reach, public policy can impact entrepreneurial performance. According to Wennkers, Audretsch, Thurik, and Verheul (2001), the government can affect the market structure and, indirectly, the quantity and kind of entrepreneurial opportunities by enforcing competition policy. In addition to passing laws, the government can also affect the rate of entrepreneurship via influencing educational institutions. There are various reasons why education appears to be crucial in promoting entrepreneurship (Reynolds, Hay, & Camp, 1999; Sánchez, 2010a). First, education gives people a feeling of freedom, self-worth, and autonomy. Second, schooling exposes them to several professional options. Thirdly, education broadens people's perspectives, which improves their ability to see opportunities; and, lastly, education imparts knowledge that people can utilize to create new business prospects. This background informs the investigation of the empirical

association between venture performance and entrepreneurial creative thinking among managers of small and medium-sized businesses in Port Harcourt, Metropolis.

The following parts comprise the empirical division of this paper. The associated literature on entrepreneurial creative thinking was reviewed first, followed by the methodology, empirical findings, and debate, and finally the theoretical and conceptual frameworks and empirical review. Finally, is the concluding remark and recommendations, followed by limitation and suggestion for further studies.

II. LITERATURE REVIEW

➤ *Hypothesis Development Level*

The underpinning theory of this study is based on acquired needs theory championed by McClelland (1961). In his *Acquired Needs Theory*, the author stated that each individual acquires three types of needs as a result of life experiences. These needs are as follows:

- *Need for Power:*

This includes the need, desire and propensity to lead, influence and dominate others. Many in this category are interested in politics and governance.

- *Need for Achievement:*

This includes the need, desire or urge to excel, to be accomplished through one's own effort. Many in this category are entrepreneurs. These people according to the theory, find innovative and clever ways to achieve goals and consider their achievement a better reward than financial ones.

Furthermore, McClelland posited that each individual harbours these three needs but a particular need dominates others in every individual. For the entrepreneurs, the need for achievement is dominant and these individuals exhibit the following features such as;

- Setting moderate, realistic and attainable goals;
- Having preference for situations providing avenues to deal with personal responsibilities;
- Showing need for concrete feedback on personal progress; as well as
- Exhibiting interest in challenging tasks.

In addition, the theory held that achievement motivation could be developed through training. Hence, through practical processes with groups of entrepreneurs at different places, it came up with positive results, which shows that training programmes instill achievement motivation in entrepreneurs. By implication, the theory showed that achievement motivation is the most prominent determinant of entrepreneurial development. Therefore, if a society has a poor outcome on achievement motivation through poor entrepreneurship education, one would expect a low level of entrepreneurial performance; but if a society has a high outcome on achievement motivation through

good entrepreneurship education, a high level of entrepreneurial performance is expected.

III. CONCEPTUAL FRAMEWORK

➤ *Creative Thinking*

Globalisation in today's world has brought the international market which makes it easy for manufacturers to transport their products internationally. Therefore, there is an easy access to product everywhere for both consumers all sorts of qualities and type (Nwaiwu, 2020). The debate over the definition of creativity and the link between creativity and entrepreneurship is limited. Creativity according to the study of (Ward, Finke & Smith, 1995) is the development of right and new solutions. Creativity is described as the capacity to produce new or unique work that fits with some assignment restraints (Lubart, 1994). Deducing from these definitions, it is quite obvious that creativity describes novel and valuable ideas. Creativity and innovation go hand in hand. Creativity conceals ideas and innovation implements the ideas. On the other hand, Haque, Faizan and Cockrill (2017) argued that creativity is an essential component in determining the competitiveness of an organization.

Strikingly, investment theory of creativity proposed by Sternberg implies creativity to be a personal choice, so far there is an investment to time and effort into the creative method. The theory further describes this kind of creativity as intellectual abilities, knowledge, ways of thinking, personality, motivation and the environment (Sternberg, 1995). The intellectual skills give the potential to differentiate a good idea from bad ones. However, a creative mind needs entrepreneurial creativity thinking to actualize the ideas to business. Through creative thinking, an entrepreneur does not just have ideas but assess the requirement of how to execute and establish the success of those ideas. Thus, an entrepreneur demonstrates the difference between creative intellect and old style business method.

➤ *Psychomotor Skills*

The training of persons to gain technical knowledge in industrial skills and technology is referred to as the psychomotor domain of knowledge. Of Bloom's taxonomies, the psychomotor domain taxonomy has received the least research (Cannon, Andrew & Bloom, 2015). However, because it is the only dimension that may concurrently activate high-intensity learning contexts in a way that improves behavioral skill acquisition of executive skills, the psychomotor domain has attracted some attention (Giambatista & Hoover, 2009). This could be acquired either directly by active engagement in the immersion or indirectly. The original model was developed with the express purpose of assisting educators and curriculum writers in the clarification and classification of pertinent movement experiences for children. It was proposed for the classification of movement behaviors particular to the psychomotor domain (Harrow, 2012). Because the right ability and application of it can be demonstrated by deeds, and sometimes in a situation where survival depends on it, movement is essential to life and occurs in all spheres of it.

The cognitive, emotional, and psychomotor domains are coordinated when someone moves with purpose (i.e., with emotion and known value) (Harrow, 2012). She adds that because movement is a necessary and integral part of all existence, it is challenging to distinguish actions specific to the psychomotor domain because the affective self influences observable behavior. Therefore, we act as we feel or believe. Again, we need to consider the issue of vicarious (learning by observing) vs. non-vicarious (learning by doing) and its effects on the psychomotor domain.

As a result, our responses to stimuli begin as reflex movements that we progressively expand upon until they reach the highest level of psychomotor functioning, known as non-discourse communication. Each student at this stage develops a manner of moving that allows them to express their thoughts about their objective selves to an astute observer. According to Harrow (2012), they can be categorized as either learnt via immersion (done to transmit a message to the receiver) or innate or vicarious (seen by the learner and constructed by mixing reflexes). The psychomotor component of rifle marksmanship, for instance, includes the physical components of shooting, like taking various shooting positions, setting up the right sight alignment and sight image, and keeping the gun steady. Expert shooters have been proven to be far more steady than novice shooters when it comes to the ability to establish and maintain a steady position. The degree to which these variables may be kept constant prior to, during, and right after firing a round determines the consistency with which the target is hit (Chung, et.al. 2009). The connection is that practice and knowledge are the keys to improving one's proficiency in a certain (management) skill. The same would be true if one developed their affective focus.

The significance of behavioral immersion in enhancing the influence of experiential learning in whole-person learning in the development of executive abilities stems from the role of psychomotor skills in implementation. This thus begs the question of how to achieve the whole-person learning involvement needed to finish the learning cycle from cognitive awareness to successfully demonstrating a skill (Giambatista, et.al., 2009).

The psychomotor domain seems to be the point at which the cognitive and emotive domains come into focus. The ability of cognitive and affective domains to completely contribute to skill development over a series of experiences, rather than a single exercise, is what makes these domains effective to measure from a behavioral standpoint. So, how do you assess the psychomotor component to see if cognition is accurate? Do the right responses consistently follow from the correct movements?

➤ *Profitability*

Renowned academics have studied profit as the excess of revenues over related costs for an activity over time in a number of studies. The terms earnings, income, and margin have comparable meanings. Lord Keynes stated that profit is the engine that drives the business enterprise in Amato and Wilder (2015). All businesses ought to generate enough

revenue to endure and expand over an extended duration. It serves as a gauge of the nation's economic development, increased income, and growing standard of living. Profit is undoubtedly the goal, but it shouldn't be overemphasized. While trying to maximize profits, management should also consider the well-being of society. Profit, then, is not only an incentive for owners; it also has to do with what other groups in society want to see. Profit serves as the benchmark for evaluating social as well as managerial effectiveness and economic goals. Profitability has been accorded significant weight in the finance and accounting literatures as a result of the aforementioned factors. As maximizing the wealth of the owners is one of the goals of financial management, profitability is one of the most significant objectives of financial management, according to Hifza (2011). In fact, one of the most significant factors affecting success is profitability.

Pandey (2010) further proposed that profitability represents a company's ability, however this interpretation of the term profit takes other factors into account. To comprehend how businesses finance their operations, it is essential to look at the factors that determine profitability. When a business activity's revenue surpasses the costs, expenses, and taxes required to keep it going, a financial benefit is generated. Profitability analysis categorizes, quantifies, and evaluates the firm's performance based on the profits it makes, either in connection to the capital or investment made by shareholders in the company, or in relation to sales, profit, or loss. Since the majority of entrepreneurs make investments with the intention of earning a profit, an investment's success can be determined by the profit a business makes. Hijazi and Tariq (2016) defines profitability as the organization's ability to generate income and its inability to generate income as a loss. He further asserts that if the income generated is greater than the input cost, that is simply profitability but if the incomes are less than the input cost, it reflects poor performance.

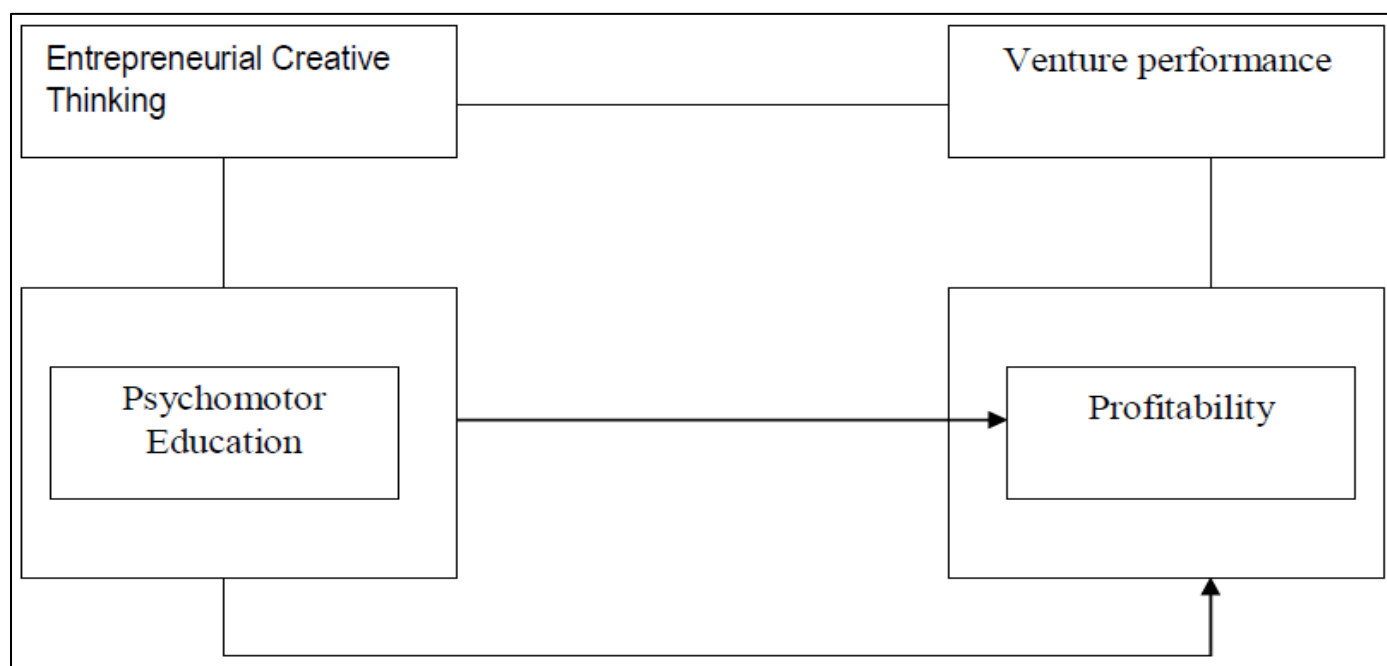


Fig 1 Operational Framework of Entrepreneurial Creative Thinking and Venture Performance Amongst Managers of Small and Medium Scale Firms in Port Harcourt, Metropolis.

Source: Psychomotor Education (Nwaiwu & Joseph, 2022), profitability (Nwaiwu, 2020)

➤ *Empirical Studies*

Regarding extensive debate among researchers and scholars around the world, the issues relating to entrepreneurial creative thinking and venture performance is still inconclusive. Nwaiwu(2020) examined entrepreneurial creative thinking and business success performance of SMEs in Nigeria. The study adopted quantitative research design and data were collected from Nigerian Stock Exchange. The data collected were analyzed using ordinary least square regression analysis, co-integration, unit root test, and granger causality test and error correction model with the aid of E-view version 11. The empirical results revealed a positive relationship between the sub-variables adopted. It concluded that entrepreneurial creative thinking

relates positively to business success performance of SMEs in Nigeria and recommended that real creative thinking in communication can give their customer something to feel.

Linan, Rodriguez-Cohard and Rued-Cantuche (2005) used the Entrepreneurial Intention Questionnaire (EIQ) to measure entrepreneurial intentions of two different Spanish universities. Using factor and regression analyses techniques, the findings show that youths' intention to become an entrepreneur depends on personal attraction towards entrepreneurship, perceived social norms and perceived feasibility or self-efficacy.

A few research were also looked into in relation to the Nigerian economy. In the urban region of Enugu state, Nigeria, Onah (2006) investigated the needs of self-employed artisans and craftspeople for entrepreneurship education. One thousand and five hundred craftsmen and artisans received the questionnaire. The research included two-way analysis of variance (ANOVA) in addition to mean scores. As a result, a considerable portion of the success attained by the craftsmen and artisans could be explained by their entrepreneurial skills, which include management, accounting, public relations, marketing, communication, and record-keeping abilities. Mania (2013) investigated how entrepreneurial education affects the development of jobs in Nigeria. The author's conclusion was that experience and exploration are the main ways that entrepreneurship is learned. The study further stated that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place.

On the other hand, Agu and Chiaha (2013) looked into how entrepreneurship education affected Nigerian university graduates' employment. There were 320 responders in the sample. According to the study's findings, graduates with entrepreneurship education are better equipped for the workforce. In a similar vein, Akhuemoukhan, Raimi, and Sofoluwe (2013) investigated how entrepreneurship education affected the creation of jobs in Nigeria. To reach their conclusions, they used secondary quantitative data and an econometric study. The study found that, with proper development, entrepreneurship might effectively combat poverty, create jobs, expedite the implementation of universal primary education, and advance gender parity.

Furthermore, Anam, Iba, and Aregbe (2014) used 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calabar to study the effects of entrepreneurial education on sustainable poverty reduction and productive employment in Cross River State. The results demonstrated a strong correlation between entrepreneurial education and the generation of jobs and the state's efforts to reduce poverty. In order to build the abilities, mindsets, and business ventures necessary for self-employment in Nigeria, Daku and Oyekan (2014) proposed a number of educational and youth assistance initiatives. The authors outlined the requirements for creating qualified tutors, offering a safe work environment and workplace, generating the necessary political will, and educating parents and kids about the value of the proposed educational system. The authors suggested that in order for young people to succeed in business, they should be given assistance in starting new ventures and get periodic education. They claim that this will reenergize the economy by bringing new ideas to life via inventiveness, resourcefulness, and the desire to create something that will have lasting value.

According to Menai et al. (2018), entrepreneurial competences and education are critical components of improving company performance, and they play especially significant roles for small enterprises. Following a thorough analysis of pertinent literature, the authors put up a conceptual framework for looking at business performance from the angles of entrepreneurial competences serving as the mediating variable and entrepreneurial education serving as the independent variable.

Below is further empirical information on the subject matter.

Table 1 Summary of Related Literature the Discover there is a Positive Relationship between Entrepreneurial Thinking and Business Success Performance of Small and Medium Enterprises

Author/Year	Research Title	Journal
Nwaiwu, J.N (2020)	Creative thinking of entrepreneurship education and business success performance of SMEs in Nigeria.	Journal of Economics and social Sciences, 10(2),88-96
Amatori, F(2016)	Entrepreneurship theory and history.	Business Hirkary Review, 80(3),615-617
Lubart, T.I. (2001)	Models of the creative process: Past, present and future.	Creativity Research Journal, 13(3(4), 295-308
Haque, A.N., Aston, J. & Kerzlvvski, E(2018)	The impact of stressors an organisational commitment of managerial and non-managerial personal in contrasting economics: Evidenced from Canada and Pakistan.	International Journal of Business, 23(2), 152-168
Bosire, K. and Nzaramba, O.(2013)	Entrepreneurship skill development and growth of small and medium enterprises in Rwanda.	Journal of Information Technology and Business Management, 17(1),35-41
Ebiringu, O.T. (2011)	Synthesis of literature on small and medium enterprise start-up financing.	International Journal of Economic Research, 2(1),85-95
Faizan, R and Haque, A.G. (2016)	The relationship between societal attributes, Feminine leadership & Management style: Responses from Pakistan's urban region female-owned Businesses.	European Journal of Business and Management, 8(23),171-191
Haque, A.U, Aston, J and Kozlovshi, E(2016).	Do causes and consequence s of stress affect genders differently at operational level? Comparism of the IT sector, in the UK and Pakistan.	International Journal of Applied Business, 1(1),1-7
Haque, A.U, Faizan, R. and Cockrill, A(2017)	The relationship between female representation at strategic level and firm's competitiveness: Evidences from Cargo Logistic firms of Pakistan and Canada.	Polish Journal of Management Studies, 15(2),69-81
Haque, A.U, and	Gender employment longevity: IT staff response to	International Journal of Academic Research

Yamoah, F(2014).	organisational support programme in Pakistan	in Business and Social Science, (IJ-ARBSS), 4(12), 324-347
Lubart, T.I (2001)	Models of the creative process: past, present and future.	Research Journal, 13(3),295-308
Stefanavic, I., Milosevic, D and Mileletic, D(2009)	Significance and development problems of SMEs in contemporary market economy.	Serbia Journal of Management, 4(1),127-136
Shane, S(2000)	Priori knowledge and the discovery of entrepreneurial opportunities.	Organisation Science, 11(4), 448-469
Zebra, N and Faizan, R(2017)	The impact of occupational stress on employees at project based organisation(PBO) in Pakistan.	International Journal of Applied Business and Management Studies, 2(1), 1-9

➤ *Research Question and Hypothesis Development Level*

Entrepreneurs are often encouraged to work with a team of other people so as to increase the possibility of idea commercialisation. Hence the research question (RQ) stated as thus:

- Rq: How does psychomotor education relate to profitability amongst managers of SMEs in Port Harcourt, Metropolis?

➤ *In Line with the above Research Question, the Exact Hypothesis Stated in Null form as thus:*

- H₁: There is no significant relationship between psychomotor education and profitability amongst managers of SMEs in Port Harcourt Metropolis”

IV. METHODOLOGICAL AND ANALYTICAL ISSUES

This section indicates the methodological and analytical framework adopted to achieve the set objectives of the study.

➤ *Research Design*

The descriptive survey design was adopted for the study. The method gives the researcher the opportunities meet with respondents personally for interview, administer a set of structured questionnaires and observation of the study. This involved describing the existing conditions without any manipulation of the variables by answering the research questions and testing the hypothesis.

➤ *Population of the Study*

Managers of SMEs within Port Harcourt metropolis whose businesses are duly registered with Rivers State Ministry of Commerce and Industry as small and medium enterprises (SME) formed the population of the study.

➤ *Sample and Sampling Technique*

In order to determine the sample size, the Taro Yemen sample size determination were applied as thus:

$$n = \frac{N}{1+N(e)^2} = \frac{1200}{1+1200(0.05)^2} = \frac{1200}{1200(0.0025)} = \frac{1200}{3.0025} = 400$$

Based on the analysis above, where n is the sample size, N is the population, and e is the level of significance (005), the sample size for this population is 400. A random

sampling technique was used to choose the sample frame's numbers, giving each sample member an equal chance of being chosen. The responders were the SME's owners, or entrepreneurs.

➤ *Instrument for Data Collection*

Data were gathered using a self-created survey called the Entrepreneurship education model and venture performance questionnaire (EEMVPQ). There were three sections: A, B, and C. The questionnaire's Section A asked for the entrepreneur's personal information, while Section B collected data on venture performance and inquired about the model's characteristics of entrepreneurial education. The modified five-point Likert rating scale Very High Extent (VHE)-5 – Very Low Extent (VLE)-1 served as the basis for the question format.

➤ *Data Analysis Technique*

The data collected were analysed using mean, aggregate mean and standard deviation. The various null hypotheses were tested with the tool of inferential statistics. The statistical package for social sciences (SPSS) version 25.0 was used for correlation and regression analysis as the major statistical tools for our data analysis.

➤ *Model Specification*

Based on the theoretical underpinning and empirical review of related literature mode in the study, we construct a model specification that captures the relationship between entrepreneurial creative thinking and profitability amongst managers of SMEs in Port Harcourt metropolis. The model is theoretically specified in the following functional form as thus:

$$P = f(PE) \tag{i}$$

Transforming the functional form into mathematical model as thus:

$$P = \lambda_0 + \lambda_1 PE \tag{ii}$$

Expanding the mathematical model into econometric model as thus:

$$P = \beta_1 + \beta_1 PE + \mu_t \tag{iii}$$

Where:

- P = Profitability,
- PE = Psychomotor Education,
- $\lambda_0 \beta_0$ = Constant,
- $\lambda_1 \beta_1$ = Regression slope,
- μ_t = Error Term

➤ *A Priori Expectation*

From the foregoing, it is expected that entrepreneurship education creative thinking enhance performance amongst manager of SME in Port Harcourt, Metropolis. Indeed, the apriori expectation is stated as thus:

$$\alpha_1 > 0 <$$

➤ *Validity and Reliability of Instrument*

The instruments were subjected to content and construct validity tests by two of the researcher’s colleagues in the Business school and two other lecturers from the department of Management of another institution. Their suggestions were requested to ensure the adequacy of the items in line with the purpose, research questions, as well as the rating scale.

A test-re-test reliability was adopted to assess the reliability of the instrument. By this method, 10 copies of the instrument were administered to 10 respondents outside the study sample area. After three days, copies of the same instrument were re-administered to the same respondents. The Cronbach Alpha Coefficients was used to test for reliability of the instruments. The scores were all above 0.8.

Table 2 Results of Reliability Analysis

Variable	No of Items	Cronbach Alpha
Psychomotor Education	4	0.905
Profitability	4	0.897

The summary of reliability analysis result in table 2 above indicates that the dimensions of the dependent and independent variable had Cronbach Alpha greater than 0.80.

V. EMPIRICAL RESULTS AND DISCUSSION

The empirical findings from the study resulting from the test of hypothesis and resultant answers to the research question enhanced achieving the purpose of the study which is to explore the relationship between entrepreneurship education model and venture performance amongst managers of small and medium scale firms in Port Harcourt Metropolis. The statistical data analyses were done with the aid of the statistical software, SPSS version 25.0

➤ *Data Presentation*

Below is the data relating to questionnaire distribution and collection.

Table 3 Quantity of Questionnaire Distributed and Collected

Distributed Questionnaire	Number	Percentage
Distributed Questionnaire	400	100
Collected Questionnaire	283	70.75
Questionnaire not collected	117	29.25
Discarded Questionnaire	23	8.2 of collected questionnaire
useful Response	260	91.8 of collected questionnaire

Spearman's Rank Correlation proved to be the most suitable statistical method for the investigation, given the basic data were ordinal, derived from the Likert scale. The Spearman's Rank correlation coefficient was used to assess the hypothesised link between the variables, as indicated below. However, before assessing the impact of one or more variables on the other, it is required to first determine whether a relationship exists between the variables after exploring the study's variables in the univariate analysis.

Table 4 Description on Range of Correlation (r) Values and Corresponding Level of Association

Range of r with positive and negative sign values	Descriptive level of Association	Implication
± 0.80 – 1.00	Very High	Very Strong
± 0.60 – 0.79	High	Strong
± 0.40 – 0.59	Moderate	Moderate
± 0.20 – 0.39	Low	Weak
± 0.00 – 0.19	Very Low	Very Weak

A direct or positive association is shown by the positive (+) sign in the values of r, whereas an indirect, negative, or inverse relationship is indicated by the negative (-) of r. The direction of association or relationship between the two variables is thus explained by the sign of the r. In order to ascertain the direction and degree of any relationship—if any—between the dependent and independent variables, the previously proposed hypotheses are also examined in this section.

➤ *Relationship between Entrepreneurial Creative Thinking and Performance*

• *Test of Hypothesis*

If there is high probability value (pv) at 0.05 (level of significance), reject the null hypothesis and conclude significant relationship.

If there is low probability value (pv) at 0.05(level of significance), accept the null hypothesis and conclude insignificant relationship:

- ✓ H_{01} : There is no significant relationship between Psychomotor Education and Profitability of SMEs of Port Harcourt Metropolis.

➤ *Relationship between Psychomotor Education and Venture Profitability*

Table 5 Correlation Analysis showing the Relationship between Psychomotor Education and Venture Profitability

Type	Variables1	Statistics	Psychomotor Education	Venture Profitability
Spearman's rho	Psychomotor Education	Correlation Coefficient	1.000	.637**
		Sig. (2-tailed)	.	.000
		N	260	260
	Venture Profitability	Correlation Coefficient	.637**	1.000
		Sig. (2-tailed)	.000	.
		N	260	260
**. Correlation is significant at the 0.01 level (2-tailed).				

The Spearman's Rank correlation coefficient (r) = 0.637 is displayed in Table 5. Given the high value, it can be concluded that psychomotor education and venture profitability are strongly correlated. There is a positive association between them, as indicated by the correlation coefficient's positive sign. In other words, a rise in venture profitability is linked to an increase in psychomotor education within the field of study.

VI. CONCLUSION AND RECOMMENDATIONS

Entrepreneurial creative thinking has a significant relationship with venture performance as evidenced in the correlation between the chosen dimension of the former and proxy of the later. Psychomotor education relates positively, and significantly so, with venture profitability.

➤ *Based on the Findings and Conclusion Drawn herein, we Specifically make the Following Recommendations:*

- That there should a need for policymakers to consider developing small and medium enterprises, not only through the provision of social amenities but develop a public agenda for the acknowledgement of creative thinking, skill development and also prioritize skills improvement for both expert and non-expert business owners.
- Entrepreneurship education skill should be officially encouraged and promoted by governments at all levels.
- Entrepreneurship education should deliberately integrate psychomotor skill of learning for optimum effect.

LIMITATION AND SUGGESTION FOR FURTHER STUDIES

This empirical study was conducted amongst managers of SMEs in Port-Harcourt metropolis only. It is suggested that there should be a comparative study between managers of SMEs both in Port Harcourt, Rivers State and another state of Nigeria and which would make the findings of the study more easily generalizable.

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